MILITARY ADULT RELIGIOUS EDUCATION IN THE ARMY GENERAL EDUCATION SYSTEM

BY

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OUTLINE

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CHAPTER I

INTRODUCTION

PROBLEM:

The problem of this paper is to explore the Army's General Education program to discover the feasiblity of implementing a program as amplified by military adult religious education.

ASSUMPTION:

Because the limitations on the size of this paper, a procedure known as the 'Critical Incident Technique' is a valid sampling for an analysis and evaluation of this kind.

FACTS:

Preliminary investigations have been conducted in:

Reports of command chaplains,
Basic documents of adult religious education,
Private survey of Home study of Loyola University.

The basic data has been supplied by authoritative sources on:

The Army General Education System
The Mission of the Army Chaplain
The amplification of the mission in the adult religious education field.

EVALUATION:

The evidence was weighed to ascertain whether or not it merited any recommendations. The limitations of data is indicated but sufficient analysis is included to justify recommendations.

RECOMMENDATIONS AND SUMMATION:

The recommendations, contained in the separate headings, were classified according to the Army General Education System. The summation was formulated from the recommendations and indicated by the answer to a question.

CHAPTER II

THE ARMY'S GENERAL EDUCATION SYSTEM

Sherwood Gates in a speech delivered in New York, said, "During the next decade our military forces will constitute the largest single educational institution in our national life."[1] The Army, like all branches of the U. S. Armed Forces, recognizes its obligation to further the general education of its members. This obligation entails the responsibility of providing 1) continual educational opportunities 2) rendering educational services to military to satisfy intellectual interest and 3) giving as much time and opportunity for schooling permitted by regulations.

The objectives of the general educational program is to improve units by producing personnel capable of absorbing and conducting military training. This program seeks to achieve this by the following:

1. Providing education necessary for military to perform their assigned tasks efficiently and to understand the significance of these duties in relation to the function of their unit and the overall mission of the Army.
2. Enabling military to meet the educational requirements for promotion and career advancement.
3. Assisting military to employ leisure time profitably and satisfy intellectual interests.

In order to accomplish the objectives of the general educational program, five educational services are offered to military personnel. They are:

1. Advisement - wherein the military receive counseling on educational advancement.
2. Testing - determining qualifications of personnel.
3. Accreditation - for high schools and colleges.
4. Enrollment - fees and tuitions cost paid by the military
5. Schools and classes - instruction and courses.

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[1]Tuttle, George A., Guide to American Education, page 7.

We are concerned here with the last educational service, the Schools and classes. The military provides opportunities for personnel to attend civilian Colleges and Universities for the purpose of obtaining a degree or instruction in related fields. The Officers and Men are placed on temporary duty with the institution and reside on the campus.

The Army Educational System also provides educational opportunities on all posts and in all units through a civilian agency know as the United States Armed Forces Institute. This program consists of the institute constructing, supervising and controlling correspondence and group study courses.

We shall now consider each plan of the 'Schools and Classes', the operations of the educational services of the Army General Education System.

THE COLLEGE PLAN:

There has been increasing interest and participation in the college plan phase of the Army's Educational System. Commanders have cooperated wholeheartedly in assisting officers and men to complete the requirements for a college degree. The opportunity to obtain a baccalaureate or a graduate degree represents an attractive goal for military personnel. There are no restrictions on the type of degree that may be pursued.

'THE US ARMY', a special reprint in Holiday Magazine, states that 18,000 officers and 32,000 enlisted men received college level education last year at military expense. The date of the Army Regulations of the

350 series from 40 to 210 (almost 75 pages of educational opportunities listed) indicates the special emphasis placed upon education in the military life.

Army Regulations have been particularly helpful in providing final semester and year residency at civilian colleges to fulfill requirements for graduate or post-graduate degrees to qualified military personnel.

CHAPTER III

EDUCATION

The meaning of Education:

Since this paper is an analysis of the framework and operation of the U. S. Army's General Education Program with a view to establishing a Military adult religious Education program the first consideration should naturally be an analysis of the concept of "Education".

The basis of life, through education, is God. With out God, there is no ultimate purpose in life nor would there be any in education.

Father Neil McCluskey sums up a viewpoint of education gleaned from Pope Pius' encyclical letter, "The Christian Education of Youth",

ITS NATURE:

> Since education consists essentially in preparing man for what he must be and for what he must do here, in order to attain the sublime end for which he was created, it is clear that there can be no true education which is not directed to man's last end.

ITS BROAD SCOPE:

> Education takes in the whole man, the whole aggregate of human life; physical, spiritual, intellectual, moral, domestic and social.

ITS GOAL:

> To cooperate with divine grace in forming the true and perfect christian.

THE RESULT:

> The true and perfect christian, product of education is the supernatural man who thinks, acts and judges constantly and consistently in accordance with right reason illumined by the supernatural light of the example and teaching of Christ.[3]

This education for life is wrought in daily life, and may be further explained as the process whereby those deep and abiding changes are wrought which make us what we are through self-activity. It does not result from merely listening to instruction; nor is it the result of some process of stern discipline, predicated on blind acceptance of the dictates of some external authority. This would be regimentation, which is more apt to harm an individual than to develop his divine potentialities. Education takes place whenever any one cooperates with the grace that is in him and with the guidance and instruction of those who have something to teach him; it is the exercise of one's own powers to acquire a fuller measure of the truth, a deeper love of the good, and a finer appreciation of the beautiful.

Therefore, education is not something that is just confined to a 'bible class or religion class'. It continues throughout life under all possible circumstances. Teaching and learning take place whenever God and persons come together and thus influence one another.

Education is thus an active, not a passive process; it is something the learner does for himself under the direction and guidance of his teachers. The means used is self-activity. By living, acting and doing

[3]Neil McCluskey, Catholic Viewpoint on Education, page 5.

characters are formed. Basically, character is something that resides in the will. It involves the discipline of impulse and emotion and guarantees conduct which is in accord with right reason and principle.

CHAPTER IV

RELIGIOUS EDUCATION FUNCTIONS IN THE MISSION OF THE ARMY CHAPLAIN

The mission of the chaplain is to promote religion and morality in the Army and to minister to the spiritual and moral needs of the military. The Commander is responsible for the religious life, morals, and morale of the command. The chaplain is a member of the special staff and acts as advisor and assist the commander and his staff to integrate the principles of good moral conduct and citizenship into the training program and total life of the command.

In carrying out his mission in the Army, the chaplain.....

> "Provides religious education and instruction consonant with the desires of the individual concerned."

THE RELIGIOUS EDUCATION PROGRAM

The chaplain has a responsibility to provide all personnel of the command the opportunity to grow in the spiritual life and to increase their knowledge of God. He does this by means of group and/or individual religious instruction. Many proved and established devices are available to him, Sabbath/Sunday School or Catechism Classes, weekday study groups, religious schools, and religious films and societies. The chaplain will exercise personal ingenuity and zeal to make the most of them.

The Sunday School or Catechetical School is the core and heart of a good religious program. It starts with the children and includes the adult Bible study group.

The Staff and Faculty for religious schools will generally be recruited from the officers, enlisted men and dependents of personnel. It is the responsibility of the chaplain to conduct a teacher training program.

Study groups are organized by the chaplain for the purpose of study, devotion and prayer. The organization and program of these groups will depend upon the objectives for which they are formed. Some study groups are scheduled as periods of intensive study and are held each evening over a designated period of time.

Religious films can be of great assistance in carrying out the religious education program.

In this phase of his educational program, as in all his activities the chaplain must ever remember that his primary mission is to promote religion and morality with the Army Community.

CHAPTER V

MEANINGS OF ADULT EDUCATION AND POINT OF DEPARTURE

Meanings of Adult Education.

The stated objectives of the Adult Education Association of U. S. advocates as its own goal the "enabling of adults to deal intelligently, democratically and peacefully with problems posed for individual and communities by the pervasive fact of change. It is the development of the mature adult who can adjust to contemporary democratic society and be instrumental in shaping it judiciously for the long tomorrow."[5]

POINT OF DEPARTURE — CATHOLIC ADULT EDUCATION SHARES IN THE GENERAL EDUCATION EFFORT. IT IS FACED WITH THE PROBLEM OF ADDING THE SUPERNATURAL TO THAT WHICH IS ALREADY GOOD IN THE NATURAL.

Scope and Importance of Adult Religious Education.

Throughout the centuries the Church has considered education to be one of her serious responsibilities. The vast number of papal pronouncements on every facet of education should be convincing of this. It is not surprising, then, that Pope Pius XII in 1953 pointed out the importance and scope of Adult Education:

First Group: "The multitudes who in their infancy or adolescence were not able to have the education they need and to which they rightly aspire."

Second Group: "The very nature of man demand continuing education. Often they would like to revive and strengthen what they have once learned."

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[5] James, T. F., Adult Education, Cosmopolitan Magazine, Sept 1957, page 16.

Fourth Group: "This allows for a fuller development of human qualities, it is concerned with the explanation of human problems, a philosophy of life, a re-uniting with the past and preparing for the future a world enlightened by Christian hope."[6]

The Career Management Plan of the Arms and Technical Services, as spelled out in AR 350-200, govern the training of personnel at civilian schools to provide adequate training in appropriate fields to produce a group of officers who are capable of recognizing and coping with political, economic, scientific and social problems which are related to the military duties which they perform. This instruction given at graduate and post-graduate level is limited to 20 weeks duration. All Regular Army officers and men, reserve officers with more than 4 years service and qualified enlisted men are eligible for this type of instruction. An example of this type is the program offered to Armor, Artillery and Infantry officers and men in the social and physical sciences. The opportunity to pursue a course in International Relations is limited to 5 accredited Universities:

1. Columbia
2. Princeton
3. Tulane
4. Yale
5. Georgetown

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[6]Pope Pius XII, Address to Italian Adult Educators, pages 13 to 14

THE U. S. ARMED FORCES INSTITUTE (USAFI) OFF-DUTY TIME

The USAFI provides opportunities for military personnel to continue their education while they are on active duty. To this end USAFI supplies instructional materials, including courses for individual correspondence study and for group class work, tests and examinations.

Over 200 courses may be taken directly from USAFI in elementary high school, college, and vocational-technical subjects. For an initial $5.00 fee a student may enroll in his first USAFI course. He may thereafter continue to take other USAFI courses at no further cost to himself as long as his progress is satisfactory.

In addition to the courses offered by USAFI, more than 6,000 correspondence courses are available through USAFI from the extension divisions of 44 leading colleges and universities. These correspondence courses are offered at reduced rates to military personnel under the terms of contract agreements between the Federal Government and the educational institutions.

USAFI is essentially a civilian-type educational organization under the direct supervision and policy control of the Director, Office of Armed Forces Information and Education, Department of Defense. A civilian agency, The Commission of Accreditation of Service Experiences of the American Council on Education evaluates and makes academic credit recommendations for USAFI courses as an advisory service to schools and colleges interested in granting credit for work done. It is not necessary that all USAFI courses be undertaken for credit.

TERMS PERTAINING TO COURSES

1. PARTICIPATING COLLEGE AND UNIVERSITY COURSES (PC&U) - are those courses offered by accredited civilian institutions under contract with USAFI.

2. USAFI GROUP STUDY CLASSES - are those organized classes using USAFI materials with a service procured instructor conducting the class.

3. USAFI CORRESPONDENCE COURSES - are those courses in which provision is made for lesson service from a USAFI.

4. ARMY EDUCATION CENTER - is a designated building or part of a building provided by the installation commander for educational activities. A Post having a troop strength of 750 or more will have at least one center.

5. ARMY EDUCATION ADVISOR - is a professional educator (DAC) on an installation in charge of the Education Center and will provide counseling, registration, instructional testing and supply service for educational activities.

PC&U COURSES (Participating College and University Courses)

Personnel are eligible to apply to leading colleges for correspondence courses if they meet eligibility requirements set-up by cooperating colleges. Not all courses are at college level; High School and some vocational courses are offered. Approximately 6,400 correspondence courses are available covering a variety of subjects. The academic titles of all courses offered are listed in the Department of the Army Pamphlet 20-4 of the current year. For information regarding these courses, the student should write directly to the School.

USAFI CORRESPONDENCE COURSES

The basic information is contained in the above paragraph. The military person enrolls in a course on an individual basis with his education advisor. This may be credit or non-credit work.

USAFI GROUP STUDY CLASSES

A class will be organized when 10 or more military students appear capable and assure regular attendance. The courses are grouped according to educational level or category:

a. Elementary
b. High School
c. College
d. Vocational-technical

The basic list of courses are contained in Department of the Army Pamphlet number 350-1. However, Army Regulation 621-5 paragraph 21 allows the Education Advisor to amend the list of regular offerings based upon the expressed needs and interests of the elements served. The instructor of the course is hired by the Education Advisor and may be civilian or military according to the qualifications of the course requirements.

CIVILIAN SCHOOLS

Military personnel may be permitted to matriculate and attend classes in civilian high schools, junior colleges and degree granting colleges and universities, providing such activities does not interfere in any way with the performance of their military duties. Normally such permission will be granted only for attendance after normal duty hours. Appropriated funds may be used to pay a portion of the tuition fees for Army personnel attending these classes.

ADULT EDUCATION

Is the full and harmonious development and artistically effective expression of all seven faculties of man (sense, imagination, mechanical, intellectual, memory, emotions and will) to be achieved by the person's

personal practice and conscious exercise of each specific power under the guidance and help of Divine Grace in preparation for the highest life here and hereafter.

CHAPTER VI

MILITARY ADULT RELIGIOUS EDUCATION

Definition and aims:

MILITARY ADULT RELIGIOUS EDUCATION is defined as:

> The progressive and harmonious development of all powers of the mature person in light of his origin, nature, and destiny within the framework of the military discipline.

The chief aims of Adult Religious Education on military installations are:

1. To assist persons to meet life more intelligently and with more maturity.
2. To inspire them to accept responsibility with greater understanding and courage.
3. To help them acquire a rich tradition and culture.
4. To offer opportunities for a basic christian instruction.
5. To assist in developing spiritual and personal maturity.
6. To instill wholesome principles of social thought and action.
7. To enable them to supplement learning long lost or unused.

In order to accomplish the aims and objectives of the MARE program five educational services are offered:

1. ADVISEMENT: wherein persons receive counseling on religious education advancement.
2. GUIDANCE: determining spiritual qualifications, deficiencies, and needs.

3. ASSISTANCE: providing education necessary to efficiently perform their tasks in relation to their purpose in life and the overall mission of the Army.

4. FORMATION: for a fuller development of human qualities in professional or vocational maturity.

5. OPERATION: of schools and classes.

CHAPTER VII

EVALUATION, RECOMMENDATIONS, AND COMMENTS

The critical incident technique was used in this study in order to list the criteria which would make an anaylsis and evaluation of the progress of military adult religious education as comprehensive, brief; yet, stimulating further study and research. The procedure is to indicate the 'terminus a quo' or the findings as the starting point in this study. The recommendations signify the 'terminus as quem' or the goal to be achieved.

While progress is certainly reported in the religious education program, not everything possible is being done to develop the "whole" man. As one command chaplain put it, "we have just begun to realize the possibilities of adult education. The progress here is one of pioneering in organization, direction and control so that the high potential of our personnel can be realized for their religious advancement."[7]

EVALUATION OF THE FUNCTIONS OF THE ARMY EDUCATION SYSTEM AND MILITARY ADULT RELIGIOUS EDUCATION

THE COLLEGE PLAN

Terminus a quo (findings)

a. Last year, 18,000 officers and 32,000 enlisted men received college education at military expense.

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[7]Schulz, Harold, The USAREUR Command Chaplain's Report for 1958, page 8.

b. This is a continuing program.

c. There are no restrictions as to college selection not to type of degree that may be pursued.

Recommendations:

a. Matriculation should be consonant with spiritual goal of life.

b. Chaplain should be available for guidance and counseling for all.

Evidence for recommendations:

a. No facts available as to chaplain counseling procedures in this type of education guidance.

b. Chaplains program is not mentioned in guidance procedure.

Career Management Plan

Terminus a quo (Findings)

a. 125,000 servicemen have taken 360,000 courses at civilian institutions last year.

b. The number of servicemen taking courses will continue to increase.

c. In most instances, freedom of choice of institution is allowed.

Recommendations:

a. Chaplain should be made available for course selection and college or institution.

b. College matriculation should be in conformity with spiritual goals.

Evidence for recommendations:

a. The opportunity to pursue courses is usually limited to a few colleges.

b. There is no evidence of availability of chaplain counseling.

PC&U Courses

Terminus a quo (Findings)

a. Approximately 6,400 courses are available for correspondence work in 44 cooperating colleges and universities.

b. Loyola University of Chicago is the only Catholic College.

c. Matriculation and courses show increase each year.

Recommendations:

a. That chaplain be available for guidance and counseling in course selection and curriculum.

b. Orientations of personnel along guidelines of MARE .

Evidence for Recommendations:

a. Religious education should be consonant with secular instruction.

b. Of the 6,400 courses offered, only 13 can be considered Religious Education courses.

c. Yet, only 212 military and civilian are registered! (See Annex I - Schedule X).

USAFI CORRESPONDENCE COURSES

High School Credit

Terminus a quo (Findings)

a. Over 200 courses are offered.

b. No religion courses are offered.

c. There are no cooperating Catholic Schools.

Recommendations:

a. That correspondence religion courses be offered.

b. That Catholic High School dropouts be encouraged to obtain Catholic High School diplomas.

Evidence for recommendations:

a. There are 52 million High School dropouts who started the fifth grade in U.S.A.

b. It is possible to increase the number of USAFI courses offered. This is shown from the increase of foreign language courses in the last two years.

Non-Credit Work

Terminus a quo (Findings)

a. Over 200 courses are offered in DA Pam 350-1.

b. There are no religion courses.

Recommendations:

a. That religion courses on the high school level be offered.

b. That personnel on this level be encouraged to enroll in correspondence religion courses.

Evidence for recommendations:

a. That it is possible to increase the number of USAFI courses to include religion courses.

b. This group needs religion education in conformity with purpose of life.

USAFI GROUP STUDY CLASSES

Since enrollment and transfer procedures connected with group study are similar to correspondence courses, the recommendations are the same with this exception:

The education advisor can amend the list of courses based on the expressed needs and interests of the elements served.

It is recommended that the chaplain by guidance and counseling prepare the number necessary for a class. The Education Advisor hires an instructor for the course according to the norms required.

CIVILIAN SCHOOLS NEARBY

Terminus a quo (Findings)

a. Military personnel may be permitted to matriculate and attend classes at civilian schools after normal duty hours.

b. The Education Advisor budgets for funds necessary to pay a portion of the tuition fees.

Recommendations:

a. The Chaplain, by advisement, endeavors to send personnel to appropriate course and institution.

b. That the Chaplain maintain liaison with civilian institutions concerning courses and encouraging course opportunities for personnel of his command.

Evidence for recommendations:

Survey of 15 Chaplains shows that (1) civilian institutions exist near some military installations, (2) courses are given on a credit and non-credit basis and (3) that some Chaplains are cooperating with this plan.

CHAPTER VIII

SUMMATION

The material assembled in this analysis answers a set of propositions outlined in the Army General Education System in response to the following question:

> "What, in your opinion, should be derived from this study of the Army General Education System and the Military Adult Religious Education program?"

Placed in numerical order the answers are:

The MARE program is an attempt to offer help to all chaplains to implement Military Adult Religious Education in the Army Education System.

The MARE program is a sincere effort to assist the chaplain in carrying out his mission in the Army in providing religious education consonant with the desires of the spiritual goal of the individual.

The MARE program, supporting the primary mission of the chaplain which is to promote religion within the Army community, advocates the inclusion of religion in all possible phases of Army life especially in the general educational development.

MARE elicits an active participation and cooperation in the total religion program by:

> Increasing the number of college graduates with religious educational background.
>
> Providing a pool of personnel in religious education who are also in the Career Management program of the Army.

Providing more religion teachers and leaders in religious education to further the MARE program.

Advisement, guidance and assistance provides religious opportunities for personnel to enable them to supplement learning long lost, unused, or surely needed - with

no additional Chaplain expenditure of funds
no increase in personnel.

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AR 165-15	THE CHAPLAIN
AR 350-40 to 210	EDUCATION SERIES
AR 621-5	ARMY GENERAL EDUCATION
DA CIR 621-5	TUITION ASSISTANCE
DA PAM 16-5	THE CHAPLAIN
DA PAM 20-4	CORRESPONDENCE COURSES 1960
DA PAM 350-1	USAFI

ADULT EDUCATION IN AMERICAN EDUCATION WEEK, US DEPT OF HEALTH EDUCATION AND WELFARE, OFFICE OF THE EDUCATION DIRECTOR, WASHINGTON, D. C.

UNPUBLISHED

SCHULZ, HAROLD, THE USAREUR COMMAND CHAPLAIN'S REPORT FOR 1958
REPORT OF THE COMMAND CHAPLAIN'S CONFERENCE FOR 1958 & 1959

ANNEX

SCHEDULE X

COURSE NUMBER	TITLE	NUMBER REGISTERED
212	Natural Theology	15
250	Principles of Ethics	25
251	Social Ethics	13
252	Philosophy of Life	4
258	Medical Ethics	4
396	Philosophy of Communism	9
101	General Psychology	32
345	Social Psychology	14
107	Christian Origins	23
130	God and Creation	16
150	History of Church to Reformation	22
151	History of Church	6
201	The Sacraments	29

These are the only Religious Education courses available by the only Catholic College listed in "Correspondence Courses" DA Pam 20-4, 1960.

The 'numbered registered' is the result of a private survey by Mary McPartlin of the Home Study Department of the Loyola University Chicago, Illinois. The number registered represents the total military and civilian registered for School year Sept 1960 to Jan 1961.

A SUMMARY

by

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of

MILITARY ADULT RELIGICUS EDUCATION IN THE ARMY GENERAL EDUCATION SYSTEM

by

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November 1960

A SUMMARY

The United States Army for many years has recognized its obligation to further the general education of its members. In so doing the individual and the army have benefited.

The Army Educational System provides educational opportunities on all posts through a civilian agency known as the United States Armed Forces Institute. Over 200 courses may be taken from USAFI in elementary, high school, college, and vocational-technical subjects. In addition, 6,000 correspondence courses are available from the extension division of 44 colleges and universities through USAFI. There is an Education Advisor (DAC) who provides counseling, registration, instructional testing and supply services for educational activities on posts having a troop strength over 750. Personnel are permitted to attend classes in civilian high schools, colleges and universities, provided such activities do not interfere with their military duties.

Churches of all faiths consider education to be one of their serious responsibilities. In the military the Chaplain is responsible for religious education. He provides all personnel of the command with the opportunity to grow in their spiritual life and knowledge of God. The Sunday School or Catechetical School is the heart of the religious education program.

In the USAFI program there are few courses in religion in the high school and college level. This is considered to be one serious weakness in the program, as well as the limited role which the Chaplain occupies as advisor to those seeking guidance in the area of religious education. This is done primarily by the Education Advisor. The Chaplain can, however, determine the needs and interests of his personnel and recommend courses to the Education Advisor who can amend the list of courses based on the expression of interest.

Today the Military Adult Religious Program is supporting the primary mission of the chaplain. It advocates the inclusion of religion in all possible phases of Army life, especially in the general educational development. It seeks to increase the number of college graduates with religious educational background, and provide more religion teachers and leaders in religious education to further the MARE Program. Finally, the Military Adult Religious Program offers help to all chaplains in their program of religious education in the Army Education System.